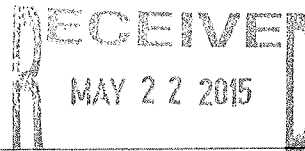


**CONTINUATION APPLICATION FOR ADDITIONAL PROGRAM
IMPROVEMENT FUNDING FOR TITLE I
TIER I/TIER II SCHOOLS
DEPARTMENT OF PUBLIC INSTRUCTION**

RETURN TO:
Department of Public Instruction
Title I Office
600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440



Part A – General Information

Name of Applicant – Local Educational Agency Solen School District #3				BY: _____	
Mailing Address 902 East Broadway, PO Box 128		City Solen		State ND	Zip Code 58570
Name of District Authorized Representative Justin Fryer		Telephone Number 701-445-3341		Fax Number 701-445-3323	
Authorized Representative Email Address justin.fryer@k12.nd.us					
Name of Contact Person for Program Improvement Justin Fryer		Telephone Number 701-445-3341		Fax Number 701-445-3323d	
Contact Person's Email Address justin.fryer@k12.nd.us					

Part B – Certification and Assurances

The applicant hereby assures the Superintendent of Public Instruction that:

1. Parents of participating children, school staff, the school district, and the state have jointly agreed to the selection of providers of technical assistance and the best use of funds for the effective implementation of the program improvement plan.
2. If this application is approved, program improvement funds will be expended in compliance with the applicable federal laws and regulations and the NDDPI "General Requirements for Federal Programs" manual dated February 2004.
3. The LEA will use its School Improvement Grant (SIG) to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the SIG final requirements.
4. The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the SIG final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
5. If the LEA implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the SIG final requirements.
6. The LEA will report to the SEA the school-level data required under Section III of the SIG final requirements.

The signature of the Authorized Representative below indicates the awareness and agreement with the Certification and Assurances listed in this application.

Signature of District Authorized Representative 	Date 5/22/2015
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Part C – State Approval (For Department Use Only)

Funding Period 7-1-15 to 6-30-16	Signature of Authorized SEA Official 	Date Approved 8-5-15
Year One Amount Approved Four	Total Amount Approved \$428,199.80	

Continuation of SIG funds into years four and beyond are subject to submission, review, and approval of annual reports, achievement data, and this continuation application.

Part D – Required Components-Transformation Model

Implementation of the following ten components is required for all Tier I and Tier II schools completing the transformation model. For each component, outline in detail both the school's progress in each component for the 2014-2015 school year as well as the implementation plans for each component for the 2015-2016 school year. Provide supporting data to document progress for each component.

- ☒ **The school participates in NDMILE. Part D of this report is addressed through the “Interventions Annual Report” on NDMILE; therefore, the paper report for Part D is not required. In the 2015-2016 Implementation Plans the school must also address how it plans to address sustainability of the interventions implemented once SIG funds are no longer available.**

Component	2014-2015 Progress	2015-2016 Implementation Plans
1. Replace the principal who led the school prior to commencement of the transformation model.		
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that — (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) Are designed and developed with teacher and principal involvement. <i>*This component in particular need to be addressed with specific detail.</i>		
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.		
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.		
5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.		
6. Use Instructional and Student Data Reform An LEA implementing a transformation model must — (a) Use data to identify and implement an		

<p>instructional program that is research-based and vertically aligned from one grade to the next as well as aligned to the State academic standards; and</p> <p>(b) Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.</p>		
<p>7. Employ Increased Learning Time</p> <p>An LEA implementing a transformation model must –</p> <p>(a) Establish schedules and strategies that provide increased learning time; and</p> <p>(b) Provide ongoing mechanisms for family and community engagement.</p>		
<p>8. Employ Strategies for Operational Flexibility</p> <p>An LEA implementing a transformation model must –</p> <p>(a) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(b) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external provider/organization (such as a school turnaround organization or an EMO).</p>		
<p>9. Provide for Ongoing Family and Community Engagement</p> <p>In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).</p> <p>To develop mechanisms to support family</p>		

and community engagement, an LEA may conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA should try to ensure that it aligns the family and community engagement programs it implements in the elementary and secondary schools in which it is implementing the transformation model to support common goals for students over time and for the community as a whole.		
10. Obtain Ongoing, Intensive Technical Assistance from the LEA, SEA, or External Provider. The application will need to outline in detail how the school plans to obtain technical assistance from the LEA, SEA, and/or external provider.		

Part E – Optional Components-Transformation Model

In addition to the required activities for a transformation model, an LEA may also implement other comprehensive instructional reform strategies as indicated below. For each optional component, outline in detail both the school's progress in each component for the 2014-2015 school year as well as the implementation plans for each component for the 2015-2016 school year. If not applicable, please indicate as such.

Optional Component	2014-2015 Progress	2015-2016 Implementation Plans
1. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.		
2. Implementing a schoolwide – response-to-intervention model.		
3. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.		
4. Using and integrating technology-based supports and interventions as part of the instructional program.		
5. In secondary schools – (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, by		

providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (b) Improving student transition from middle to high school through summer transition programs or freshman academies; (c) Increasing graduation rates through, for example, credit recovery programs, reengagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (d) Establishing early-warning systems to identify students who may be at-risk of failing to achieve to high standards or to graduate.		
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Part F – Student Achievement

Please summarize how the inception of SIG funding for the 2014-2015 school year has impacted student achievement in the Tier I school. Include charts and graphs displaying the results of changes in student achievement data.











































2014-2015 7th Grade Math 180 Growth Report









GRADE	FIRST TEST		LAST TEST		GROWTH IN QUANTILE®
	DATE	QUANTILE®/ PERFORMANCE LEVEL	DATE	QUANTILE®/ PERFORMANCE LEVEL	
7	▶ 08/22/14	EM BB	04/02/15	875 B	875
7	▶ 08/22/14	70 BB	04/01/15	760 BB	690
7	10/29/14	495 BB	04/01/15	860 B	365
7	▶ 08/22/14	235 BB	04/01/15	585 BB	350
7	10/02/14	620 BB	04/01/15	830 B	210
7	09/09/14	520 BB	04/02/15	710 BB	190
7	09/25/14	405 BB	04/02/15	580 BB	175
7	08/22/14	640 BB	04/01/15	800 B	160
7	12/04/14	605 BB	04/01/15	735 BB	130
7	09/09/14	220 BB	04/01/15	310 BB	90
7	08/22/14	350 BB	▶ 04/01/15	435 BB	85
7	08/22/14	545 BB	04/02/15	550 BB	5
7	08/22/14	695 BB	04/01/15	465 BB	0

2014-2015 High School Math 180 Growth Report














GRADE	FIRST TEST		LAST TEST		GROWTH IN QUANTILE®
	DATE	QUANTILE®/ PERFORMANCE LEVEL	DATE	QUANTILE®/ PERFORMANCE LEVEL	
10	02/23/15	440 	04/02/15	870 	430 
9	10/07/14	605 	04/02/15	705 	100 
9	▶ 10/07/14	775 	04/07/15	660 	0

7th-8th Grade 2014-2015 Read 180 SRI Growth Report

GRADE	FIRST TEST		LAST TEST		GROWTH IN LEXILE®*
	DATE	PERFORMANCE LEVEL/LEXILE®	DATE	PERFORMANCE LEVEL/LEXILE®	
7	10/01/14	 158	03/31/15	 576	418 
8	09/24/14	 486	03/30/15	 898	412 
8	09/24/14	 529	04/01/15	 830	301 
7	▶ 09/30/14	 65	▶ 03/31/15	 303	238 
8	▶ 09/25/14	 894	▶ 03/31/15	 1127	233 
8	▶ 10/22/14	 488	▶ 03/31/15	 719	231 
7	10/29/14	 650	04/02/15	 871	221 
8	▶ 09/25/14	 558	▶ 03/30/15	 765	207 
8	09/24/14	 858	03/30/15	 1064	206 
8	09/24/14	 416	03/31/15	 618	202 
8	09/24/14	 551	03/31/15	 751	200 
7	09/30/14	 1013	03/30/15	 1197	184 
8	▶ 11/12/14	 830	▶ 03/30/15	 982	152 
7	09/29/14	 271	▶ 03/30/15	 408	137 

GRADE	FIRST TEST		LAST TEST		GROWTH IN LEXILE®
	DATE	PERFORMANCE LEVEL/LEXILE®	DATE	PERFORMANCE LEVEL/LEXILE®	
8	▶ 02/25/15	■ 327	▶ 03/31/15	■ 453	126 
7	▶ 12/08/14	■ 253	▶ 03/30/15	■ 351	98 
8	09/25/14	■ 673	04/13/15	■ 770	97 
7	▶ 12/05/14	■ 520	▶ 03/30/15	■ 609	89 
7	▶ 09/24/14	774	▶ 03/30/15	863	89 
7	09/24/14	777	03/30/15	826	49 
7	▶ 09/24/14	■ 724	▶ 03/30/15	770	46 
7	▶ 09/29/14	■ 528	▶ 03/30/15	■ 544	16 
7	09/30/14	■ 765	04/02/15	■ 762	0
7	09/29/14	951	03/31/15	865	0
7	09/26/14	■ 380	▶ 04/02/15	■ 312	0

High School 2014-2015 Read 180 SRI Growth Report

GRADE	FIRST TEST		LAST TEST		GROWTH IN LEXILE®
	DATE	PERFORMANCE LEVEL/LEXILE®	DATE	PERFORMANCE LEVEL/LEXILE®	
10	09/24/14	■ 34	04/07/15	■ 360	326 
11	09/25/14	■ 973	03/31/15	1227	254 
10	10/02/14	920	04/13/15	1141	221 
11	▶ 09/24/14	■ 667	▶ 04/08/15	■ 832	165 
9	10/02/14	1098	03/31/15	1256	158 
9	10/13/14	1071	03/30/15	1141	70 
10	▶ 02/03/15	■ 805	▶ 04/08/15	■ 866	61 
10	09/30/14	1245	04/14/15	1297	52 
9	09/30/14	1030	03/30/15	1082	52 
11	09/24/14	■ 905	12/17/14	■ 954	49 
10	09/29/14	■ 832	04/14/15	■ 864	32 
9	▶ 09/24/14	■ 802	▶ 03/31/15	■ 831	29 
10	▶ 10/08/14	1088	▶ 01/06/15	1116	28 

GRADE	FIRST TEST		LAST TEST		GROWTH IN LEXILE®
	DATE	PERFORMANCE LEVEL/LEXILE®	DATE	PERFORMANCE LEVEL/LEXILE®	
11	09/26/14	851	04/07/15	875	24
9	10/02/14	1206	01/06/15	1227	21
10	09/30/14	1198	01/08/15	1216	18
9	10/07/14	1282	01/06/15	1283	1
10	09/30/14	1058	01/07/15	982	0
9	▶ 11/26/14	BR	▶ 05/04/15	BR	0
11	10/13/14	1225	03/31/15	1191	0
9	09/24/14	878	03/31/15	808	0
10	09/30/14	1123	01/07/15	1106	0
10	09/30/14	1208	01/08/15	1193	0
10	09/24/14	846	04/08/15	798	0
12	10/02/14	1589	12/17/14	1541	0
10	10/01/14	958	04/08/15	861	0
10	09/30/14	1047	01/07/15	935	0

Math 180 Key

YEAR-END PROFICIENCY RANGES		
Grade K	10-175Q	Grade 5 820-1020Q
Grade 1	260-450Q	Grade 6 870-1125Q
Grade 2	405-600Q	Grade 7 950-1175Q
Grade 3	625-850Q	Grade 8 1030-1255Q
Grade 4	715-950Q	Grade 9 1140-1325Q
		Grade 10 1220-1375Q
		Grade 11 1350-1425Q
		Grade 12 1390-1505Q

KEY

EM Emerging Mathematician

Advanced

P Proficient

B Basic

Below Basic

▶ Test taken in less than 15 minutes

Read 180 Key

KEY

BR = Beginning Reader

- ☐ Advanced
☐ Proficient
☐ Basic
☐ Below Basic

► Test taken in less than 15 minutes

* Scale for bar based on highest Lexile® growth within selected time period

YEAR-END PROFICIENCY RANGES

Grade 1	190-530L	Grade 5	830-1010L	Grade 9	1050-1260L
Grade 2	420-850L	Grade 6	925-1070L	Grade 10	1080-1335L
Grade 3	520-820L	Grade 7	970-1120L	Grade 11	1185-1385L
Grade 4	740-940L	Grade 8	1010-1185L	Grade 12	1185-1385L

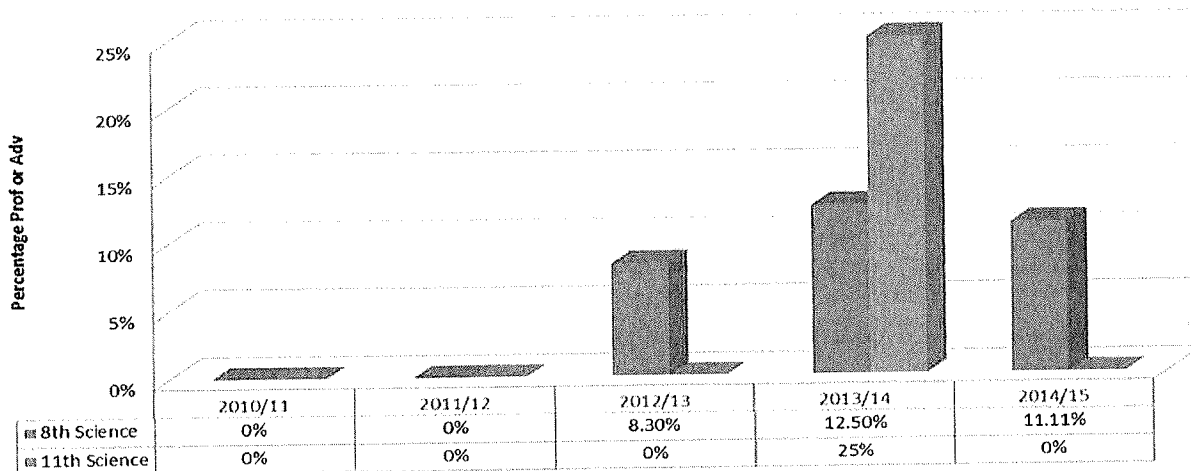
Solen High School NWEA Class Averages Compared to the National NWEA Averages

		Natl. Av	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
7th Grade	Mat h	226-229	207	213	210	205	213	231
	RDG	217-219	203	204	200	205	204	199
8th Grade	Mat h	231-233	215	206	209	209	215	222
	RDG	220-222	208	215	202	200	208	207
9th Grade	Mat h	233-235	210	220	212	213	221	223
	RDG	221-222	205	209	214	199	211	219
10th Grade	Mat h	234-236		214	224	224	223	229
	RDG	223-224		209	208	225	216	218
11th Grade	Mat h	236-238			215	222	230	231
	RDG	223-224			206	221	226	223

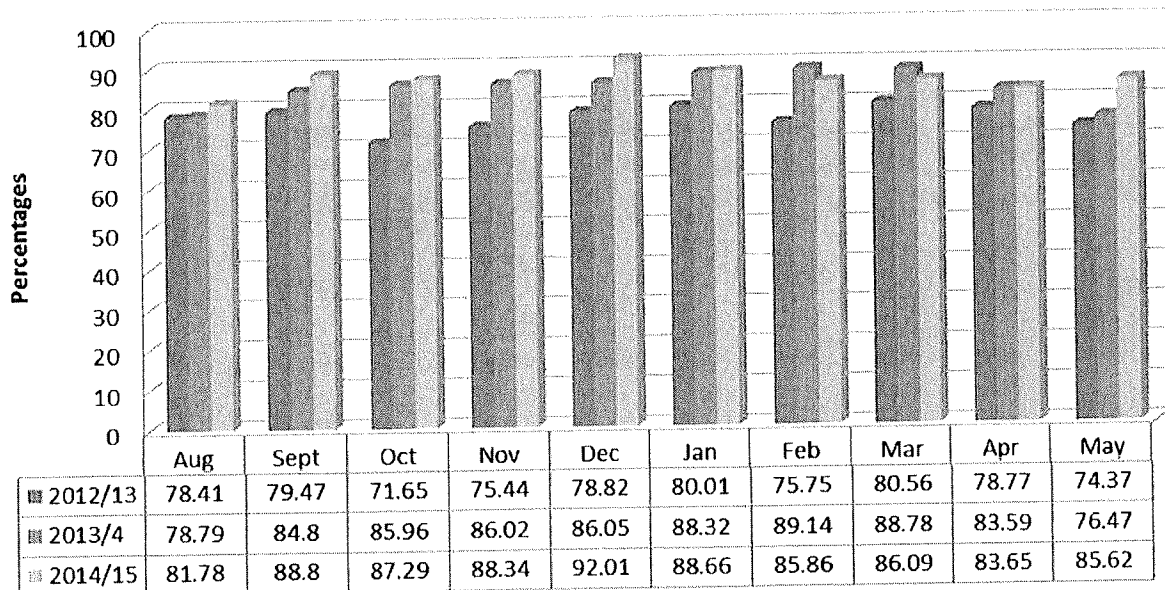
6-3-15
per Justin
Thyer

213
the # was
transposed

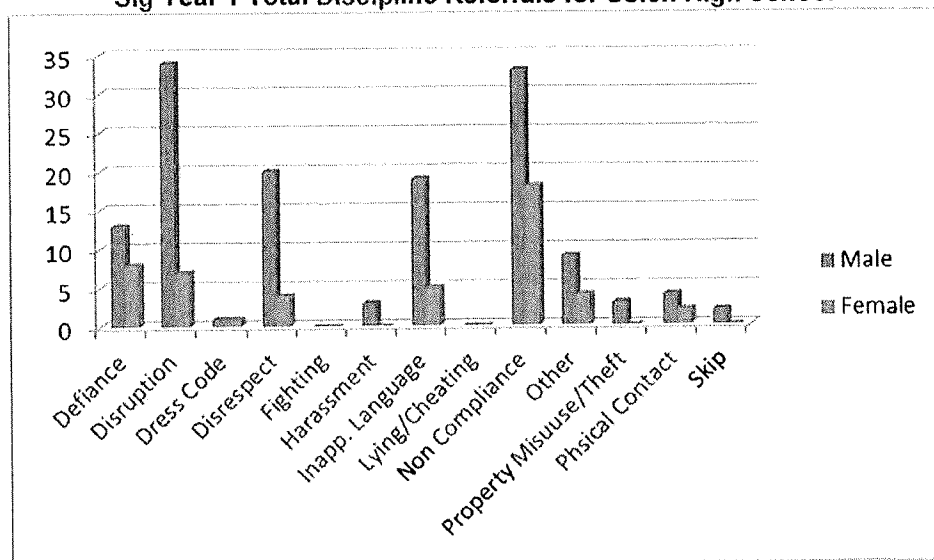
Solen High School 8th & 11th Grade NDSA Science 2010-2015



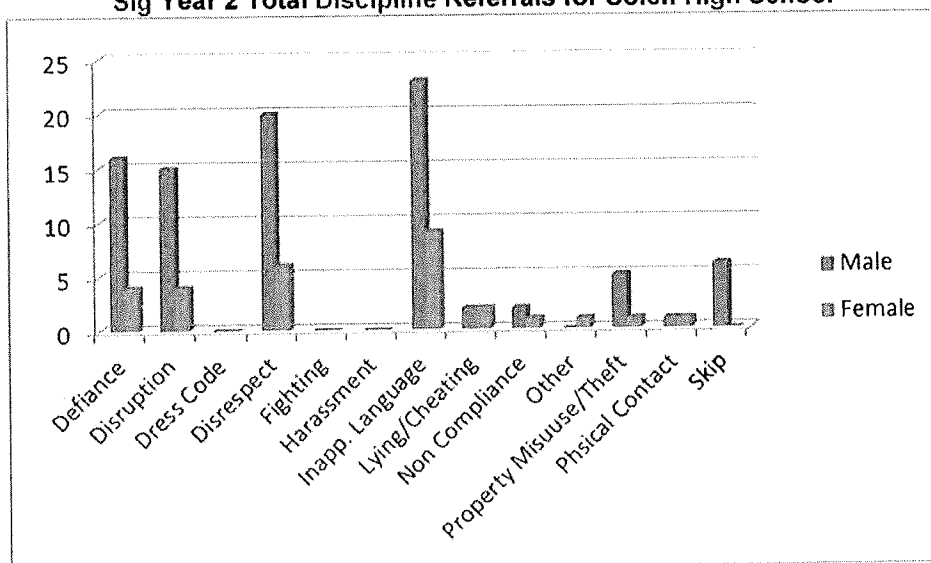
Solen High School Attendance



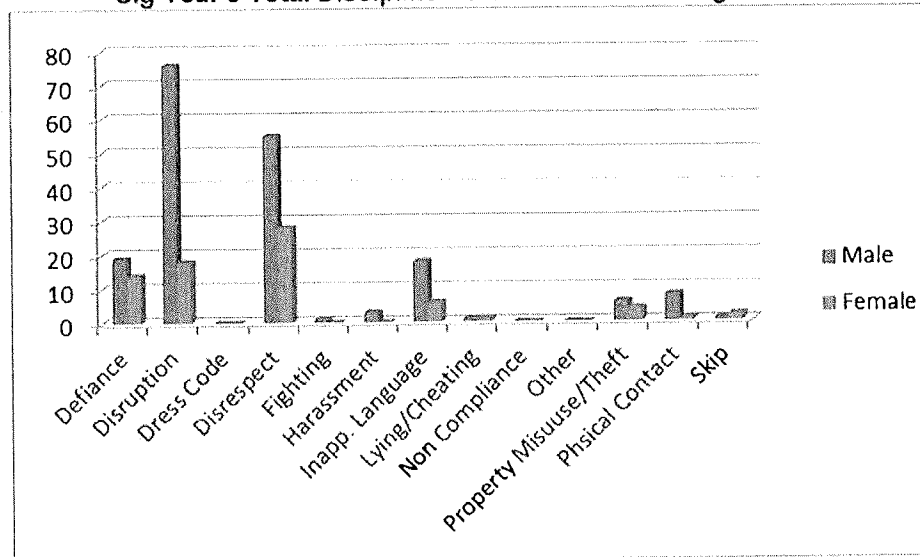
Sig Year 1 Total Discipline Referrals for Solen High School



Sig Year 2 Total Discipline Referrals for Solen High School



Sig Year 3 Total Discipline Referrals for Solen High School



Solen High School Parent Involvement
See exhibit A

Part G – LEA/School Actions

Outline the school's 2015-2016 timeline including the steps it will take to implement the selected interventions. If necessary, identify the corresponding school and intervention. All proposed activities addressed in Part D or NDMILE for 2015-2016 must be included in the timeline. Activities that are a continuation from the previous school year(s) must also be addressed.

Month/Year	Description
June/2015	<ul style="list-style-type: none"> Contracts to staff Certified staff retreat focused on implementing the common core standards, preparation for Smarter Balance assessments, data analysis, student credit review, and scheduling students for the 2015-16 school year Preparation of final year three report (52280)
July/ 2015	<ul style="list-style-type: none"> Contracts to new staff Order materials, supplies and equipment Finalization of the master schedule
August/ 2015	<ul style="list-style-type: none"> Three days of professional development for certified staff Beginning of new 2015-2016 school year Leadership Team Data and RTI Teams Mentors meet with students Teachers review IEP goals Orientation for all new students Staff meetings New teacher induction Assignment of mentors for new teachers
September/ 2015	<ul style="list-style-type: none"> Leadership Team RTI and Data Teams Teacher observations

	<ul style="list-style-type: none"> • Staff meetings • Fall NWEA assessment • Initial SIG report • PTCs • Mentoring • Professional development • Advanced Ed accreditation preparation SIG report due
October/ 2015	<ul style="list-style-type: none"> • Leadership Team • RTI and Data Teams • Mentoring • Staff meetings Observations
November/ 2015	<ul style="list-style-type: none"> • Leadership Team • RTI and Data Teams • Professional development • Mentoring • Staff meetings • Observations • SIG report PTCs
December/ 2015	<ul style="list-style-type: none"> • Leadership Team • RTI and Data Teams • Mentoring • Staff meetings • Formal evaluations Leading /Lagging Report
January/ 2016	<ul style="list-style-type: none"> • Leadership Team • RTI and Data Teams • Mentoring • Staff meetings • Observations • NWEA Winter assessments Parents' Day
February/ 2016	<ul style="list-style-type: none"> • Leadership Team • RTI and Data Teams • Professional Development • Mentoring • Staff meetings • Professional development • SIG intervention report PTCs
March/ 2016	<ul style="list-style-type: none"> • Leadership Team • RTI and Data Teams • Mentoring • Staff meetings • Formal evaluations completed by March 15th deadline Smarter Balance Assessments • ACT
April/ 2016	<ul style="list-style-type: none"> • Leadership Team • RTI and Data Teams • Professional development • Mentoring • Staff meetings • Observations and professional development • Smarter Balance Assessments

	<ul style="list-style-type: none"> • ASCD Conference • Parent Teacher Conferences • Begin staffing plans for 2015-16 school year • Advanced Ed Accreditation team on site SIG Intervention report
May/2016	<ul style="list-style-type: none"> • Leadership Team • RTI and Data Teams • Mentoring • Staff meetings continue • End-of-year professional development • Contracts are offered Plans for sustainability after the SIG Grant ends
June/2016	<ul style="list-style-type: none"> • Planning for sustainability after the SIG Grant • Finalize the budget for the 2016-2017 School year • Quarterly Report Due Close out books

Part H-1 – Budget (Year 4)
School Year:
☒ 2015-2016

The district must provide a line item Year 4 budget.
School Name

Object Code Number	Object Code Description	Requested Budget	For Department Use Only	
			Final Approved Budget	
110	Professional Salaries	\$132,695	132,695.00	
120	Non-professional Salaries	\$67,930	67,930.00	
200	Benefits	\$70,672	70,672.00	
300	Purchased Professional & Technical Services	\$92,000	92,000.00	
430	Maintenance		0.00	
500	Other Purchased Services/Travel	\$36,703	36,703.00	
600	Materials/Supplies		0.00	
730	Equipment		0.00	
800	Dues/Memberships/Registration Fees		0.00	
Total	Total must match total on Part H-2	\$400,000	Unobligated 28,199.80	

428,199.80

600 – These funds are specifically for high quality interventions and activities supported through a thorough needs assessment. Supplies/materials will only be considered if they are necessary to implement the application plan.

730 – Equipment cannot be purchased with these funds unless supported through a needs assessment.

Part H-2 – Budget Narrative Year 2

For each line item in Part H-1, please provide a detailed description of the expenditures listed in H-1. If necessary, identify the corresponding schools. Duplicate this page as necessary.

Object Code Number	Description	Amount
110	Five extra days for 11 certified staff (KW \$966, JB \$1626, PE \$430 DC \$874) (SF \$1406, LH \$1332, AJ \$1053, RK \$1366, JL \$546, CM \$888, JTB \$1217)	\$11,704
110	Salary for remedial math teacher (\$32,500 + \$888 for five extra days)	\$33,388
110	Salary for remedial reading teacher (\$36,500 + \$997 for five extra days)	\$37,497
110	Salary for half-time data coordinator (\$21,375 + \$1,168 for five extra days)	\$22,543
110	Salary for library/multimedia teacher	\$6,063
110	Stipends for Leadership Team	\$21,500
120	Salary for Math 180 Para	\$19,032
120	Salary for Read 180 Para	\$17,934
120	Salary for attendance monitor, half-time tech coordinator, and two cooks (5 extra days for the cooks)	\$30,964
200	Benefits for all salaries	\$70,672
300	Portscheller and Associates, contract for 40 days@2000 per day	\$80,000
300	Contract for Grant Coordinator, contract for 40 days@300 per day	\$12,000
430		0.00
500	Travel for 1 administrator to ASCD Conference	\$1,703
500	Travel for external provider	\$35,000
600	Scholastic Read 180 and Math 180 materials	\$0

132,995

61,930

92,000

36,703

730		\$0
800		\$0
Total	<i>Total must match total on Part H-1</i>	\$400,000
	Left Over	\$0

Total Number of Parents at Each Parent Involvement Activity (SIG Year 1, 2, and 3)

